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ABSTRACT

This report presents an overview of Project CDCC (Career Development Centered Curriculum), a curriculum-based career development program for students in grades K-6. The program's purpose, approach, definitions, and model are described. The approach stresses integrating career awareness with existing subject matter as well as building into the curriculum an approach to self-awareness. Also, learning activities are linked to performance objectives for which there are evaluation techniques. Career development goals and tasks (for K-3 through K-12) are presented for each of the three CDCC program elements: (1) life-role understanding (occupational, avocational, family, and civic), (2) decision-making skill development and utilization, and (3) realistic self-concept formation. Another part of the program's framework, the Occupational Clustering system, is diagrammed. Also, to illustrate the interdependence of project framework parts, the CDCC program design considerations are diagrammed. The format of the four sections contained in each of the twenty-seven curriculum units is described. In conclusion, the project's staff training, program evaluation, and program development elements are summarized. (CSS)

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PROJECT CDCC:

CAREER DEVELOPMENT CENTERED CURRICULUM

A MICHIGAN DEMONSTRATION PROJECT

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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PROJECT CDCC
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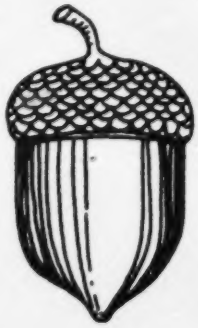
IN A NUTSHELL

Project CDCC is a curriculum-based career development program for students in grades K-6. The program consists of 27 project-developed Curriculum Units that include a variety of career awareness and self awareness experiences for students. A training program assisting teachers in planning for and implementing unit activities in their classrooms is available through adoption.



AN INTRODUCTION

An important dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life roles.

A program developed in Coloma Community Schools and funded by the Michigan Department of Education's Experimental and Demonstration Centers Program - called Project CDCC - is a program designed to assist districts in meeting student career development needs.

THE PURPOSE

The purpose of the CDCC Program is twofold: 1) to help each student move smoothly through his or her own career development and 2) to provide teachers with another means of bringing more relevance to the classroom.

THE APPROACH

For the children and youth moving through our educational system, the career development process can be augmented or enhanced by school districts building appropriate learning experiences into the existing educational program. Adopting the CDCC Program is a means for a school to accomplish this by implementing the CDCC Curriculum Units in its classrooms.

The series of 27 units (4 per grade level K-5, 3 at the 6th grade level) consists of a logical, sequenced arrangement of learning activities based on process and content consistent with accepted career development theory and practice. The CDCC approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self awareness. Learning activities are linked to performance objectives for which there are evaluation techniques, making it possible to assess impact on learners.

CDCC DEFINITIONS

CAREER - A career is the combination of a person's continually changing occupational, family, civic, and leisure life-roles.

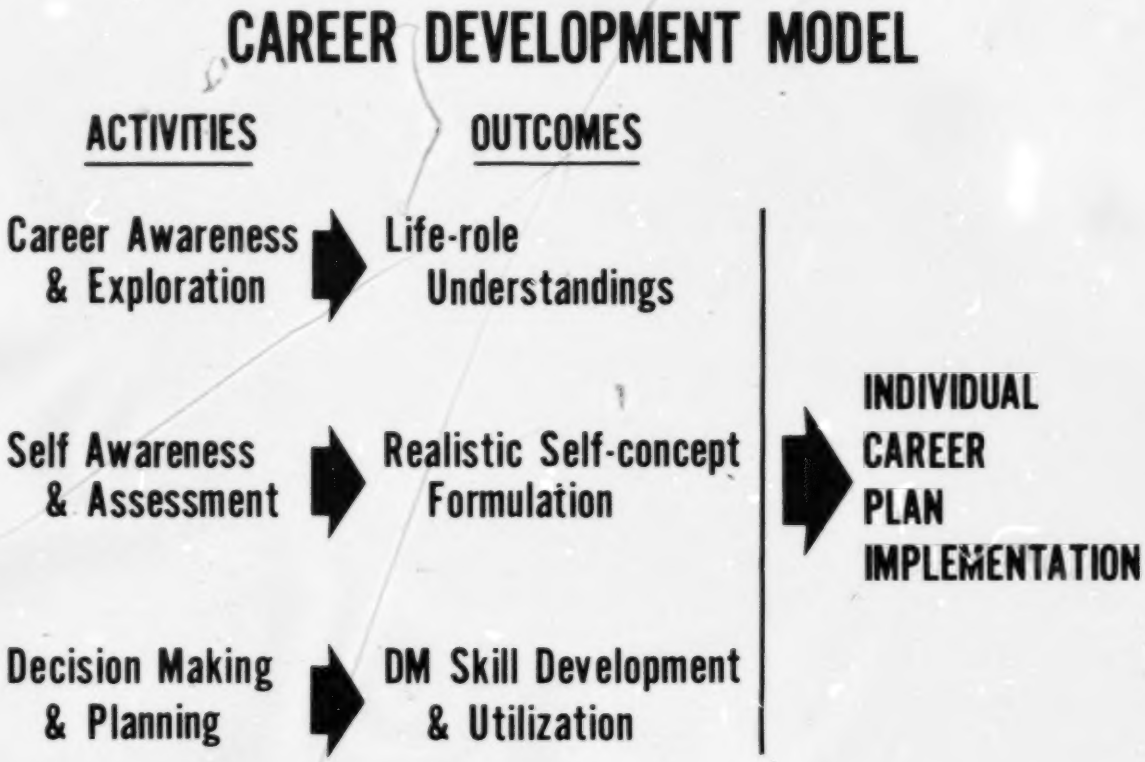
CAREER DEVELOPMENT - A series of experiences and decisions which collectively shape the career of any given individual.

CAREER PREPARATION - The acquisition of skills and knowledge necessary to successfully function in one's specific life roles.

CAREER EDUCATION - A total educational program emphasizing the knowledge, attitudes and skills which will provide students with the ability to explore, understand, and perform in their life roles. Career Education includes both Career Development and Career Preparation experiences for students.

THE MODEL

The CDCC Program Model, based on career development theory, is composed of three major ideas: 1) students need to become aware of and understand a variety of life-roles people play in our society; 2) they need to understand themselves, their values, interests and feelings; and 3) they need decision-making skills and practice in putting together these two understandings so that as they move through their secondary and post-secondary education, they can implement their career plans based on sound decisions rather than chance.



The Model illustrates 1) the relationships existing among learning activities included in the curriculum and the outcomes of instruction and 2) the relationships existing among the outcomes and their influence on the individual. The Model's "outcomes" are actually the three **ELEMENTS** of career development that emerged from a thorough search of the literature.

Because career development is an on-going decision-making process beginning in early childhood and continuing through life, students involved in elementary experiences develop a base or background for the many decisions they will face as junior and senior high school students.

PROGRAM FRAMEWORK

To further define the elements, a list of **THEMES** was generated for each element early in project development. The themes are presented here to clarify the intent of each element and should be viewed as educational goals for the CDCC Program.

CDCC ELEMENTS AND THEMES

CDCC ELEMENT I – Life-Role Understanding (occupational, avocational, family, civic)

Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)

Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)

Theme 1.3 The student will understand the relationship of education to life roles.

Theme 1.4 The student will understand the desirable attributes of individuals in life roles.

Theme 1.5 The student will understand the characteristics of life-roles and their functions.

Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II – Decision-Making Skill Development and Utilization

Theme 2.1 The student will set personally relevant goals as part of decision-making.

Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.

Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III – Realistic Self Concept Formulation

Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.

Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.

Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.

Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENTAL TASKS

CAREER DEVELOPMENTAL TASKS constitute another dimension of the CDCC Program Framework. These describe sequentially the career development of individuals. The developmental tasks also emerged from a search of the literature and are arranged according to the three elements presented above. The statements included in the lists that follow constitute a synthesis of thoughts where theorists and authors were in agreement as to what exemplifies healthy career development.

CAREER DEVELOPMENT TASKS*

FOR LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3

Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.

4-6

Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction - this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peer in more complex types of group activities.

7-9

Youth develop the capacity to operate on hypothetical propositions - they have learned to think more logically and abstractly. They are better able to cope with cultrual and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards - looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)

10-12

Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951). Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3

Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)

4-6

Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)

7-9

Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) - a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.

10-12

Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change - a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his/her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

*After Ginzberg (1951) Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*

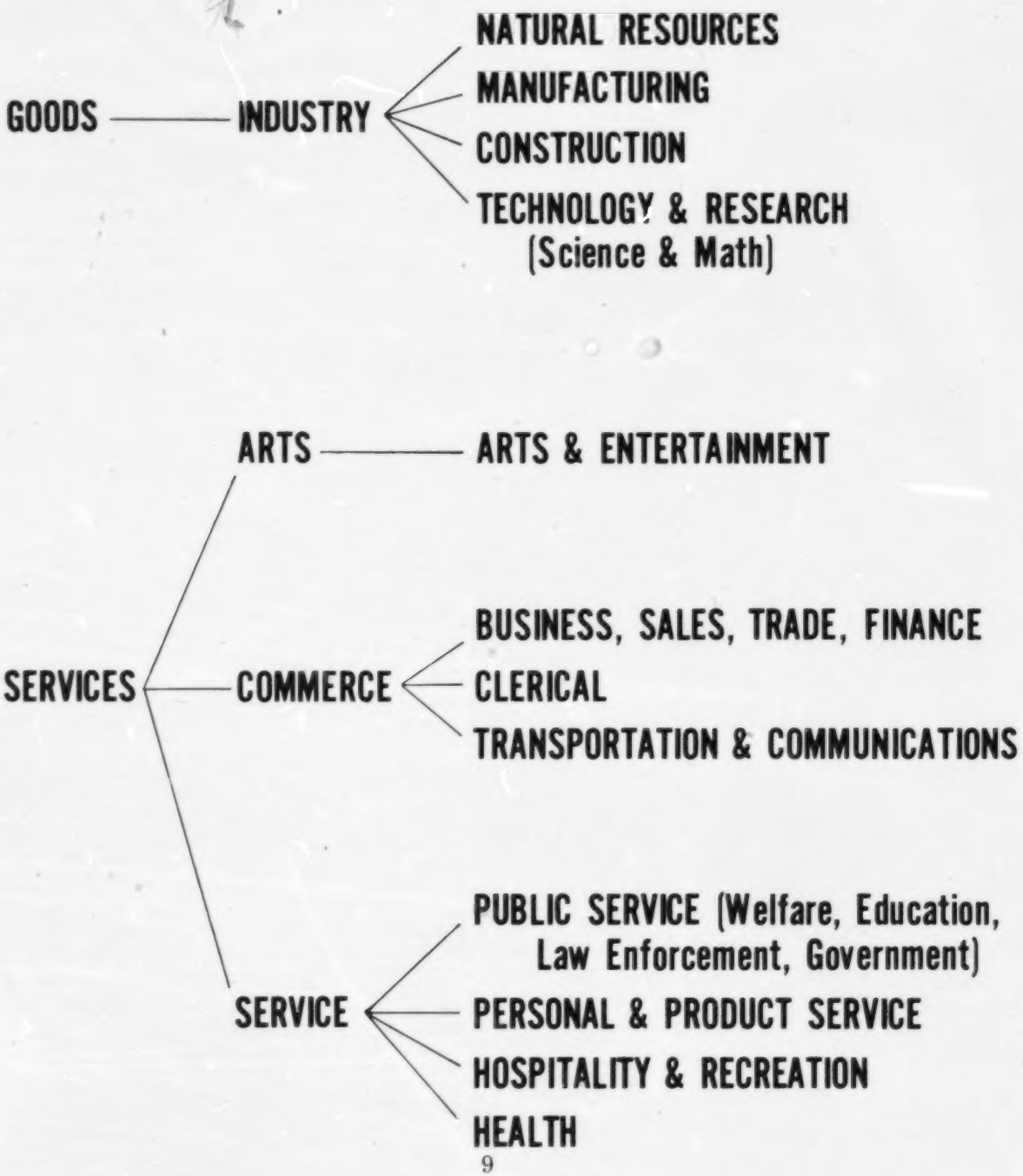
FOR REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events - a sense of agency. (The child must have successess to build self-confidence thus building tolerance for others.) Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept - each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept - each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

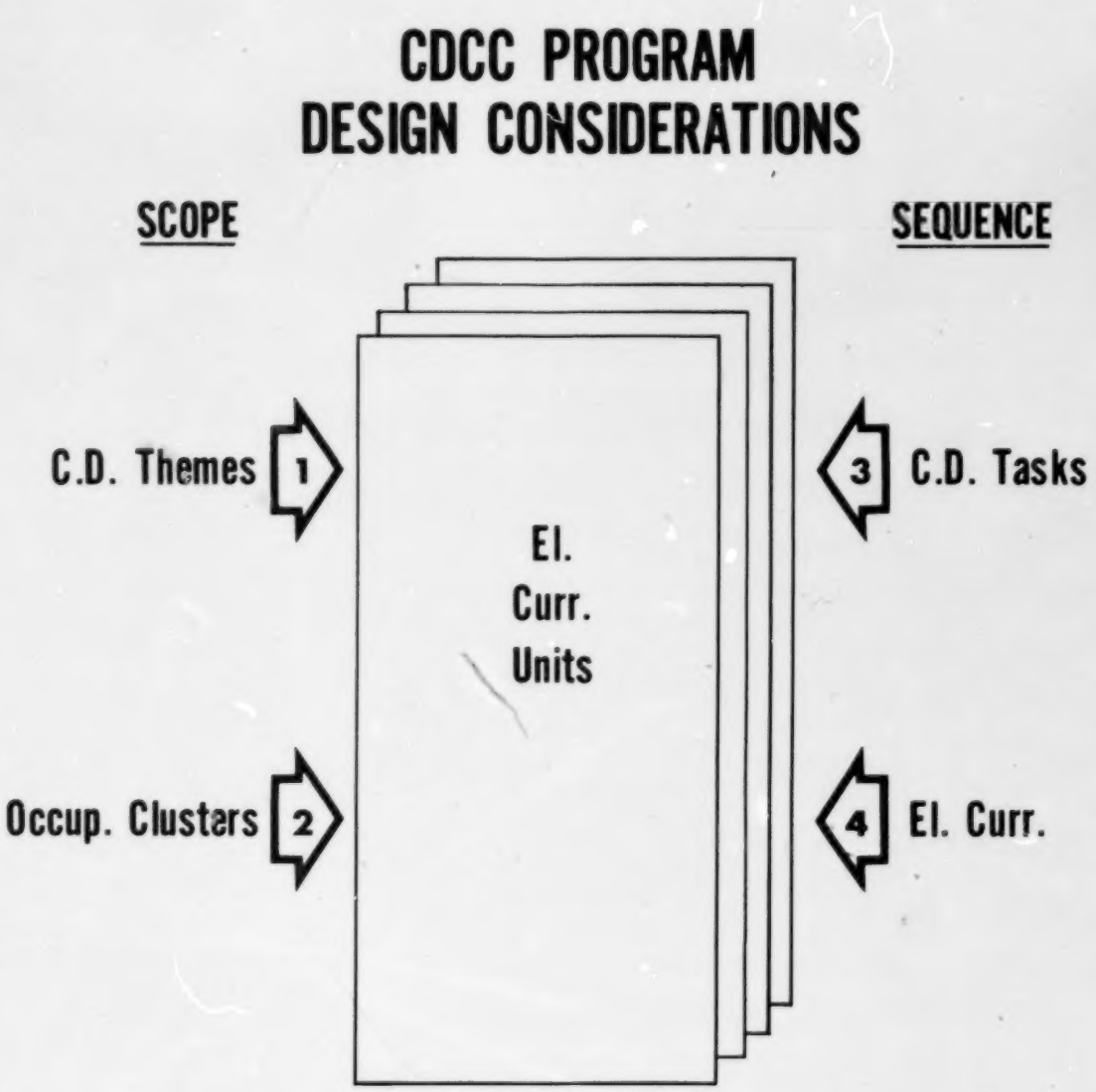
Still another part of the Program's framework is an **OCCUPATIONAL CLUSTERING SYSTEM.** Because the program addresses all the clusters, there is adequate variety for students within the total array of learning experiences.

CDCC OCCUPATIONAL CLUSTERING SYSTEM



PUTTING IT TOGETHER

To illustrate the interdependence of Project Framework parts, the following diagram is helpful:



As the program was being developed, **CAREER DEVELOPMENT THEMES, OCCUPATIONAL CLUSTERS, CAREER DEVELOPMENT TASKS,** and **EXISTING ELEMENTARY CURRICULUM** were brought into focus when unit goals, objectives, and learning activities were articulated. Career Development Themes and Occupational Clusters define CDCC Program Scope; the Career Development Tasks and Elementary Curriculum define the sequence.

THE CURRICULUM UNIT

A career development curriculum unit can best be described as a group of interdisciplinary learning activities focussed on either a career awareness or a self awareness topic. The units include learning and practice in math, communication arts, science, and social studies as well as convey the career development aspects of an individual's growth. A single unit is a small part of a total sequence of learning experiences that contribute to the individual's career development process.

The units employ a variety of teaching strategies or techniques including the use of activity sheets, classroom discussion and A-V materials. Techniques that are particularly important for career development are role-playing, role models, and field trips.

Each unit is composed of 4 sections:

Section I identifies the elements, themes, unit goals and performance objectives to be affected by teaching the unit to a group of learners. It also includes an evaluation approach and/or test items for determining the extent to which students accomplish the objectives.

Section II describes the unit's teaching strategies organized into unit subtopics or "capsules". It further includes suggested resources to be used while teaching each capsule.

Section III contains reference information for teachers that is helpful in implementing particular learning activities.

Section IV contains student activity sheets to be duplicated in classroom quantities. Their specific use is described in each unit's teaching strategy section.

As examples of each section, excerpts from one of the 27 units are contained in "Excerpts From the Restaurant Industry, one in a series of Career Development Curriculum Units for the Elementary Classroom."

STAFF TRAINING

Training designed to assist teachers in the planning and implementation of the CDCC Program is available through adoption. The 2 day training session includes the following:

- Self awareness for teachers
- Career awareness for teachers
- Career Development and the elementary student
- Using the CDCC unit in the classroom
- Utilizing Role Models, Role Playing, and Field Trips as instructional strategies
- Planning for unit implementation
- The teacher's role in evaluating program impact

Follow-up technical assistance is also available to adopters after initial installation begins.

PROGRAM EVALUATION

The project's evaluation design utilizes an objective-referenced approach to determining program effectiveness. Each of the three career development elements is defined in a hierarchical manner:

A. Each element is defined in the form of a list of career development themes.

B. Themes are defined in the form of unit specific goal statements.

C. Each goal statement is defined in the form of one or more performance objectives.

Student accomplishment of performance objectives indicates the degree to which each career development element is being afffected.

It should be noted that there are 141 performance objectives for the entire K-6 program.

PROGRAM DEVELOPMENT

To maximize the development of a quality program that would be feasable for teachers to implement, Coloma project staff and teachers followed a cyclic mode of developmental activities. Each year, over a period of 4 years, curriculum was written (or rewritten), implemented in classrooms, evaluated, and revised. This continuous refinement process required modifications, deletions, and additions to each unit each year. This resulted in products that ultimately met teacher utility and student outcome standards.